

The Targeted Poverty Alleviation Function of Vocational Education

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Abstract

As an important part of poverty alleviation and development system, vocational education plays an important strategic role gradually. Between vocational education and targeted poverty alleviation, there exist dual connotations of supporting the poverty of education and relying on vocational education for poverty alleviation. The function of training mode in targeted poverty alleviation is mainly reflected in its low cost. The training mode is conducive to the poor people to acquire poverty-alleviation skills quickly; The training mode is flexible and targeted. In the process of promoting targeted poverty alleviation through vocational education, there is a narrow understanding of vocational education in the traditional concept. The foundation of vocational education development is weak; The lack of a systematic work plan and the imprecise training of targeted poverty alleviation targets are some of the practical difficulties. Suggestions: Improve the treatment of technical and technical talents and strengthen the foundation of vocational education development; To make up the shortage of vocational education resources and consolidate the foundation for the development of vocational education; We will optimize the school's major setting and accurately serve the development needs of the region.

Keywords

vocational education; vocational education function; targeted poverty alleviation.

1. Introduction

Since the 18th National Congress of the CPC, great importance has been attached to poverty alleviation and development, which has been included in the strategy of building a moderately prosperous society in all respects. The Outline of the National Plan for Medium - and Long-term Education Reform and Development (2010-2020) points out that developing vocational education is an important way to promote economic development, promote employment, improve people's livelihood, and solve the problems concerning agriculture, rural areas and farmers. Vocational education is regarded as a long-term solution to promote regional economic development and poverty alleviation in poor areas. The term "targeted poverty alleviation" was first proposed by President Xi Jinping during a visit to Western Hunan in November 2013. In June 2014, the Ministry of Education and other six departments required in the Plan for the Construction of Modern Vocational Education System (2014-2020) : "Give full play to the important role of vocational education in poverty alleviation and development, and improve the precision of poverty alleviation through vocational education centering on the industrial development and basic public service demands of poor areas." This is an earlier expression about "targeted poverty alleviation through vocational education" in government education documents. At the Central Conference on Poverty Alleviation and Development in November 2015, Xi stressed the implementation of "five projects in batches" in accordance with the specific conditions of poverty-stricken areas and people. Among them, the "development of education out of poverty", requires the state education funds to continue to be inclined to poor

areas, vocational education. As an important part of poverty alleviation and development system, vocational education plays a more prominent and important strategic role.

2. Dual Connotation of Targeted Poverty Alleviation in Vocational Education

As an important means and support for targeted poverty alleviation, vocational education has been gradually highlighted in its strategic position. What is the dual connotation between vocational education and targeted poverty alleviation?

(1) Helping the Poor in vocational education -- A strategic plan to serve the building of a moderately prosperous society in all respects

Since the 18th, the Ministry of Education in the field of education the full implementation of accurate basic strategy for poverty alleviation, precise poverty, extraordinary policy measures, the precise focus every school in the poor areas, every teacher, every child, start the implementation of education for the whole action for poverty alleviation, education has to organize the implementation of the 20 items huimin policies and measures to realized the popularization of compulsory education in poverty-stricken areas, infrastructure construction, the student financial assistance system, the teachers troop construction, the development of national education, vocational education improve in areas such as education all-round coverage of [1] for poverty alleviation.

At present, China's vocational education has a good prospect, but people do not pay much attention to the role of vocational education in promoting human development. In this crucial period to complete the building of a moderately prosperous society in all respects, vocational education, as an important measure for targeted poverty alleviation, can help people master a skill according to the actual conditions of various regions, thus improving the quality of knowledge and skills of the population in poor areas. At the same time, the state should improve the treatment of teachers in vocational schools and provide more high-quality teachers for vocational education in poor areas, to help families in poor areas to become rich. Therefore, the implementation of vocational education is a strategic plan to serve the building of a moderately prosperous society in all respects.

(2) Poverty alleviation through vocational education -- improving the feasibility of people

At present, there are many reasons that lead to poverty. Many families give up the opportunity to let their children receive education because of poverty, holding the view that education is useless. Learning theory knowledge may cost a lot for their costs (time, money, etc.), at the moment, you need to display the function of vocational education, according to local actual situation, the corresponding courses, make students master a skill, but also can let the students receive the corresponding education, improve their various aspects of quality. Taking vocational education as the carrier, this kind of means to help poor areas get rid of poverty is a kind of ability to enable poor people to obtain a kind of sustainable development, so as to realize the all-round development of people and achieve the goal of getting rid of poverty and becoming rich.

3. Function of Vocational Education in Targeted Poverty Alleviation

(1) The training mode has lower cost and is more attractive to the poor

Most of the students in vocational schools come from families with financial difficulties. Relevant data show that the number of rural registered students in secondary vocational schools accounts for 82% of the total number of current students, and students from central and western regions account for nearly 70% of the total number of current students [2]. If add city family economic difficulty student, the proportion is higher. 52% of graduates from

vocational colleges have a family background of "farmers and migrant workers", while 91% are first-generation college students from their families [3]. For these students from poor families, it is the best choice to study in vocational colleges, which can not only continue to receive education, but also need tuition fees within the family's economic affordability.

At the same time, the state has formulated special policies: Since the autumn semester of 2009, China has exempted tuition fees for students from rural families with financial difficulties and students majoring in agriculture in the first, second and third years of full-time enrollment in secondary vocational schools, and gradually established a relatively complete student financial aid system [4]. Now, secondary vocational schools free tuition, student grants cover more than 90% and 40% respectively, coupled with all levels of government subsidies, social support, school support, work-study program and a series of comprehensive measures, vocational education especially secondary vocational education provides the basic for many poor families children free education opportunities, make them enjoy the equal chance of life give prize, blocking the intergenerational transmission of poverty from the source [5].

(2) The training mode is conducive to the poor people to acquire poverty-alleviation skills quickly

Vocational education is an employment-oriented education mode to train high-skilled talents, so the training goal of vocational education is to train a group of "high-skilled" talents. At present, the "spirit of craftsman in a big country" advocated by us can emerge better only on the basis of receiving specialized vocational and technical education. At present, high-quality employment is the key for poor families to solve the problem of poverty quickly, and it is the key to realize high-quality vocational education for employment, which can quickly cultivate a batch of high-skilled talents in the shortest time. Vocational education, with its own characteristics of high quality, high skills and easy to cultivate, can cultivate highly skilled personnel, make the poor easily employed, and solve the family economic burden.

(3) The training mode is flexible and highly targeted, and meets the actual needs of poverty alleviation targets

Vocational education is the most distinctive feature is the ability to "adjust measures to local conditions", the various provinces and cities can produce according to the local economic and social development to develop a suitable for local economic development of vocational education and perfect the relevant professional training target, make poor students can according to their own interests and the corresponding social demands, cultivate a batch of both suitable for local economic development and to realize their ideal of talent, let the poor families, both to solve the problem of family life to survive, and can contribute to local economic and social development, and promote the development of the whole social progress.

4. Vocational Education Contributes to the Realistic Dilemma of Targeted Poverty Alleviation

Although vocational education has been developed and the state has begun to pay attention to its crucial role in targeted poverty alleviation, the smooth implementation of vocational education in our life still has the following difficulties.

(1) The traditional concept of narrow understanding of vocational education

For a long time, Chinese parents have the idea that they expect their children to be successful, and the best way to achieve this goal is to get into a good university. And in the minds of Chinese parents, will enter a vocational school students mostly in the tests or the entrance examination have been "out" of students, the so-called "loser" of tests or the entrance examination, so they generally believe that the only difference would enter vocational school, real good students will not give up his studies, to "being" in the vocational school. This phenomenon is the result of the

long-term historical and cultural accumulation of our whole society. To change this phenomenon, the most important thing is to change the concept of parents.

(2) The foundation for the development of vocational education is weak

In recent years, vocational education has made corresponding development under the promotion of the state and governments at all levels. However, for poor areas, vocational colleges are still short of vocational education and the foundation of vocational education is relatively weak. Especially for some areas in western China, due to the inconvenience of transportation and the shortage of materials, vocational education resources are lacking or unevenly distributed, and the absence of vocational colleges is quite common. And because of the underdeveloped areas, vocational colleges to the introduction of high quality teachers, compared to these places, most of the teachers prefer to stay in the economic development level is higher or the potential huge areas, these remote areas have few teachers are willing to, how to introduce a high level of teaching staff is the things we need to consider. At present, the state proposes that vocational colleges should implement the "double-qualified teachers". Without the support of sufficient teachers, it is difficult to provide higher education and teaching quality. However, failure to provide advanced education and teaching quality, to a certain extent, affects the role of vocational education in targeted poverty alleviation, fails to give full play to the economic and social functions of vocational education, and thus affects the realization of the value of vocational education.

(3) Lack of a systematic plan for targeted poverty alleviation through vocational education

At present, vocational education is only proposed as a means of targeted poverty alleviation, but the state and local governments do not have a systematic plan to serve targeted poverty alleviation. And how can each vocational school make accurate identification of poor students? How to develop a suitable vocational education and learning program for the student? How to do all kinds of targeted poverty alleviation work for these students? All these problems need to be supported by a systematic and complete targeted poverty alleviation program of vocational education.

(4) The training of targeted poverty alleviation targets is not precise enough

In the process of student cultivation in vocational schools, most schools do not make appropriate plans according to the actual situation of students and adopt the same cultivation method for all students, which is not only not targeted at the cultivation of poor students, but also cannot promote the local economic development. Secondly, the training content is not accurate enough. For poor students, they should have the same training content as other students and be able to independently choose their major and receive the same course education. Finally, the vocational education student employment service system of targeted poverty alleviation has not formed a systematic system. Only by constructing a series of complete service system can the targeted poverty alleviation function of vocational education form a real poverty alleviation help for students, and students can enjoy an equal life, contribute to the construction of the country, and make their own contribution.

5. Measures to Maximize the Targeted Poverty Alleviation Function of Vocational Education

Vocational education has made some achievements in promoting the country's targeted poverty alleviation work, but at the same time, there are also some deficiencies. Only by running vocational education well can it play its function of targeted poverty alleviation.

(1) To improve the treatment of technical and skilled personnel and make vocational education more attractive

The treatment and social security of technical and skilled talents are the ultimate factors affecting the attraction of vocational education. Maslow's hierarchy of needs theory points out that "only when people meet their minimum needs for survival and development will they consider the needs for ideals." However, only after solving the problem of good pay and ensuring that skilled people, more people will be willing to enter the industry, people will also consider entering the vocational school to study.

Our country is manufacturing power, skilled talents requires a lot of technology to support, but for a long time, specialized technical skilled professionals are not considered "talent", not also be considered as an innovation system of technical skills, this leads to our technical persons are not proper position and treatment as well as corresponding professional respect. The shortage of high-end technical skilled talents has become a key factor restricting the development of China's social and economic transformation and improving the quality and efficiency.

(2) We will strengthen the weak links in vocational education resources and consolidate the foundation for the development of vocational education

Backward economy and shortage of resources have become the most prominent problems in the development of vocational education in poor areas. The lagging economic development in poverty-stricken areas and local finance for the development of the local vocational colleges lack of financial supply, the central government and local development better mutual support and support of the enterprise, to promote the development of vocational education, vocational colleges at the same time can and between enterprises to establish good relations of cooperation between colleges and training high quality talents for the local enterprises.

Secondly, the problem of high-quality vocational education teachers is also one of the problems that cannot be ignored in the development of vocational education in poor areas. Vocational colleges in the poor areas due to the local economic level, all aspects of the development level is not high, to give the teacher's salary is not high, a lot of high quality teachers for priority factor in employment is the problem of wages problems and future development potential, and poor areas is not considered by the teacher. Therefore, the state should coordinate with the local government to do a good job in all aspects, improve the social status and treatment of vocational education teachers, promote the development of local vocational education, and then cultivate a group of high-quality talents capable of serving the local economic development, so as to realize the function of targeted poverty alleviation of vocational education.

(3) We will optimize the professional setting of vocational schools and accurately serve regional development needs

The vitality of vocational education lies in its ability to adapt to different development needs, so as to accurately serve the needs of local development. The carrier for vocational colleges to serve the local economic development lies in the majors they offer. Under the leadership of the local government and the Ministry of Education, vocational colleges should coordinate with each other to discuss the majors that can be opened according to the local economic development situation and the advantages of colleges and universities, so as to avoid the phenomenon that many colleges and universities open the same major, which will cause a waste of resources and fail to promote the development of local economy.

Vocational colleges in poor areas should make full use of the current situation of colleges and universities offering majors, combine with the current situation of local industrial structure and labor force development, highlight the training function of schools, improve the labor skills of poor students, and quickly cultivate a group of practical technical talents with high skills and modern development skills. Governments and institutions in poor areas should give full play to their role, encourage local poor families to study in vocational colleges and help them complete their corresponding studies to serve local economic development.

6. Conclusion

Vocational education is a form of education that directly serves youth employment. Compared with the general form of education, the training objectives of vocational education are more definite. Compared with the general training institutions, vocational education is more professional. The unique nature of vocational education determines its indispensable role in serving economic development and building a well-off society in an all-round way. The targeted poverty alleviation function of vocational education is mainly reflected in the word "accurate", which can not only cultivate high-quality talents suitable for local development according to local characteristics, but also change the problem that poor families cannot receive adequate education due to poverty. Therefore, targeted poverty alleviation runs through the whole process of vocational education. From enrollment to training to employment, the word "accurate" should be realized in all aspects, so that the targeted poverty alleviation function of vocational education can be fully played.

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